

## ***EDUCATION, SOCIAL STUDIES, LAW***

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### **LEADERSHIP AND ITS HISTORY**

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*Leadership is considered as one of the most significant processes of social control which plays a very important role in any human activity. Since ancient times different researchers have focused on the contribution of outstanding leaders to the development of the state, to the society or any group of people.*

The main task of this article is to give full information of the history of the leadership phenomenon using descriptive methods on the basis of the studied foreign and domestic literature.

Under the leadership we understand the process in which a person (the leader) leads and coordinates other members of the group in order to achieve long-term goals and in order to solve tasks needed. The category of "leader" implies an individual who has the most complete set of group values; a person who has the greatest impact on the team; a group member who is entitled to make particularly important decisions; or the one who contributes to the group values.

The leadership phenomenon is thought to be a complex subject of the study, many scientists who are making researches in the sphere of human relationships and who are trying to answer some questions, concerning people's influence, have still been engaged in the investigation of the leadership.

It is assumed that the leadership process involves a number of structural elements, namely, the psychological characteristics of the leader's personality, social and psychological characteristics of the followers, as well as the organizational environment in which the leader and the group interact.

In many studies involving this topic, one of the key points of disclosing this issue, is considered the point of using the word "effectiveness". This is due, on the one hand, to the immediate practical oriented research, and, on the other, to the desire to summarize all the qualities, characteristics, traits, knowledge and leadership skills (as an integral part of the leadership), to those which presence will lead to the best results in the activities of any group of people.

But it is important to understand that an effective leader and an effective leadership are not two interchangeable phrases, as an effectiveness of the leader often depends on the personal qualities and characteristics, his or her abilities and skills, while effective leadership, yet, for the most part depends on the impact of many external and internal factors.

When speaking about leadership chronology, one should keep in mind that at different periods of time there have existed some key characteristics which were seen as the main determiners of the leadership description. For example, up to the 1920s the leadership was seen as the process of leader's influence, when people consolidate in order to solve the problem, using the ways which this leader defines. In the 1920-1930s the leadership was described as the process of achieving goals with the help of the leader and his or her personality or personal qualities. After the 1930s, the leadership was explained on the position of how the leader behaves and deals with his or her followers. In the 1950s, the leadership was a situational variable that determines the personality of the leader and his or her nomination for the leadership position. In the 1960s, the leadership was viewed from the perspective of the impact of both the team leader on the followers and the followers on the team leader. In the 1970s, one understood the leadership as the process of interaction in which people organize to move in the direction given by the leader. In the 1980s, the leadership was seen as the inspiration of others in order to solve problems through the philosophy and personal values of the followers. Beginning with the XXI century, the leadership has been described as a social phenomenon in which the leader is most responsible for the organizational processes of the entire group.

Also, speaking on the leadership history, first of all, we must have in mind that at different times there have existed different theories of the leadership which have put forward some leading criteria, on the basis of which the phenomenon of leadership have been explained. In the beginning, the leadership was studied on the basis of the theory "great men", it means that different scientists were involved in the description of some outstanding heads of the states, generals, kings, monarchs, thus describing the leaders and their main characteristics. Then came the "the theory of traits", which prevailed until the 1920s. The leading hypothesis of this theory is the assumption that outstanding people lead thanks to the inborn characteristics that distinguish them from others, and, to understand why some people become leaders but others do not, one should study

leader's qualities namely. One of the trends of "the trait theory" is "the factor-analytic theory of leadership". On the basis of this theory, practitioners who study the leadership are purely concerning individual qualities of the leader and his or her characteristic behavior traits that are associated with the achievement of the set goals.

At the beginning of the last century formed so called behaviorist theories of leadership, they were based on the fact that leadership is not an inborn quality but is a process of hard work on oneself. In general, the main idea of this theory is that the process of forming and becoming a leader goes on means of education, training and supervision. The effectiveness of the leadership, according to this theory, is not determined by personal qualities of the leader, but his or her manner of behavior towards the followers.

Proponents of the behavioral theories of leadership (1930–1950) holds the view in which only the team can evaluate the behavior and some actions of the leader and on that respect these followers can recognize a true leader in this person. Therefore, to understand the nature of the leadership it is necessary to study the behavior of the external manifestation of an effective leader.

According to the situational theory (the 1950s), various factors and situations require completely different leaders, therefore, in various situations of team or group life a person who is the most popular in this group, and who owns the most useful qualities needed for a given situation, is seen as a leader. So, to understand the nature of the leadership it is necessary to study the situation in which the leader is established.

In addition, some practitioners and theorists of leadership problems believe that not all situations require a leader. So a theory of leadership substitutes was made, which speaks about the various situational factors that can improve, neutralize or even replace a leader.

Since the late 1970s, the leadership has been seen as the interaction, and in the center of the research work the process of establishing relationships has been thoroughly examined. In addition, all the participants of the leadership process, that make a contribution to the achievement of a common goal, have been investigated.

Besides the well-known theories of the leadership, there existed those that did not get much exposure in the scientific world, but made some contribution to the study of this problem. For example, the individualized leadership theory was based on the fact that the leader should try to adjust to each team or group participant and create his or her unique and special relationship with each follower.

In the existing attribute leadership theories that appeared in the 1980s, the emphasis was placed on the process of establishing a cause-and-effect correlation between what actually happened and between what people, who are working in this group, consider the cause of the incident.

At the same time the leadership theory of values (1980–1990) appeared where the most effective people management was considered as the management through team attitudes and values. Accordingly, the leader was the one who built, supported and shared values of the whole group and provided the communion and commitment of these values to the other team members.

But when so many disparate theories on the issue of the leadership arose it became necessary to synthesize all the existing theories and it was necessary to create one, so called, a synthetic theory of leadership.

In addition to the synthetic theory, generalized and systematic study is carried out with the help of the interactive leadership theory, which takes into account the four most important factors: the leadership qualities, the necessary problems to solve, the followers and the ways in which the leader interacts with the followers.

As a result we can see that today the scientists should more sharply investigate the leadership phenomenon integratively and should combine all the information of the leadership problem together so to create a coherent picture of its study. Accordingly, it is now preferred not to oppose the various theories but to consider the results of experiments and experience in its complex.

In the conclusion we must add that the interest which scientists are showing to the problem of the leadership in various spheres of social activity also raises the problem of the formation of a team leader. This process is just not spontaneous, leaders need to be trained and leaders should exercise their leadership skills through training and education, through intensive work, stockpiling, through the process of transferring of leading experience, through a variety of teaching methods and various training sessions in which a leader would be an active participant in the process as well as the subject of his or her own identity formation as a leader.

But despite many scientists' attempts to thoroughly review all the aspects of becoming a leader and to the formation of his or her leader qualities, one can still find some poorly understood issues. As an example, one of the most urgent and pressing issues is still remaining the question of how and when one should form the qualities of a leader, and whether it is possible to do at all.

While studying the problems of formation and development of leadership skills, it is necessary to use the practical and theoretical developments and researches of the scientific areas such as pedagogy, methodology, psychology, management, sociology, philosophy, economics and other fields of scientific knowledge.

A preliminary analysis of the literature in the sphere of the leadership allows us to state that a greater proportion of the works on this topic belongs to the work of psychological or economic plan, the pedagogical aspect of the problem of formation and development of leadership qualities is significantly less represented. In addition, there are still different and even sometimes contradictory understanding of the essence of the leadership

itself, there is a different attitude to this phenomenon in the society, in science and in practice in general, it is still not clearly defined the pure characteristics of a leader, insufficiently and not fully explained some questions about the formation and development of a leader.

But we should keep in mind that the study of leadership issues, as well as the study of the leadership qualities formation, the study of the identification of pedagogical conditions for the leader's formation and the creation or use of methods and techniques of leadership development, can contribute greatly to the improvement the training efficiency, as well as can lead to a better development of the personality traits, instincts and abilities in people.

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## **VIDEO RESOURCES IN TEACHING LISTENING SKILLS**

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*The article focuses on the problem of listening skills development in foreign language acquisition. The use of video resources in listening skills development is analyzed.*

Listening is the conscious processing of the auditory stimuli that have been perceived through hearing. Speaking and writing are productive skills. Listening is receptive rather than productive, but it is an equally important skill. Students need to learn how to listen, and to get the chance to listen to different types of English, so they will be able to listen to spoken English outside the classroom with understanding. Listening involves making sense of the meaningful sounds of language. We do this by using context and our knowledge of language and the world [1].

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English and so on. The number of different varieties (and the degree to which they are different from the one students are learning) will be a matter for the teacher to judge, based on the student's level, where the classes are taking place. However, even if they only hear occasional (and very mild) varieties of English that are different from the teacher's, it will give them a better idea of the world language, which English has become.

The main method of exposing students to spoken English (after the teacher) is through the use of taped material which can exemplify a wide range of topics such as advertisements, poetry reading etc. Teachers can imitate these, but good tapes are far more powerful. Listening to appropriate tapes provides such exposure and students get view information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress.

There are a number of ways in which listening activities differ from classroom exercises: firstly, tapes go at the same speed for everybody. Unlike reading, listeners to a tape cannot flick back to a previous paragraph, re-read the headline, stop to look at the picture and think for a bit before continuing. On the contrary, they have to go with the speed of the voice(s) they are listening to. Of course, they can stop tapes and rewind them. Nevertheless, essentially, the speed of the speaker(s) dominates the interaction, not that of the listener [1].

Listening is special too because spoken language, especially when it is informal, has a number of unique features including functional way of asking, repetitions, hesitations etc. Experience of informal spoken English together with an appreciation of other spoken factors – the tone of the voice, the intonation the speakers use and backgrounds noise – will help students to ease meaning out of such speech phenomenon.

Because of its special characteristics, teachers need to ensure that students are well prepared for listening and that they are clearly able to hear what they listen to. The main principles of teaching listening are as follows:

- the tape recorder is just as important as the tape;
- preparation is vital;
- one presentation will not be enough;
- students should be encouraged to respond to the content of a listening, not just to the language;
- good teacher exploit listening texts to the full;
- different listening stages demand different listening tasks [1].

Language learning is a complex process: in this process, language teachers cannot be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines. It is a fact that technology cannot be separated from society.

It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. According to some scientists many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to